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ABSTRACT

Reported are proceedings of a 3-day special study institute on patterns of teacher education for emotionally handicapped children in the state of New York. Listed are the program schedule and conference participants. Among goals given for the conference are the investigation of specific competencies needed by special education teachers and the suggestion of new patterns of teacher training. Stressed are the needs of the 12 institutional school districts which serve approximately 1,500 students. Presented are recommendations in the following areas: curriculum and materials (such as the provision of early laboratory experiences for students); teaching methodology (with skills to be gained from both college classes and classroom teachers); therapeutic functions (such as the need for self-awareness training for trainees); administrative functions (such as the need for administrators to be familiar with problems of learning in disturbed children); and guidance and vocational functions (such as the establishment of liaison offices between potential employers and residential centers). Also included is the evaluation questionnaire submitted to institute participants. (DB)

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The University
of the State of New York
THE STATE EDUCATION DEPARTMENT

DIVISION FOR HANDICAPPED CHILDREN
Section for Emotionally Handicapped Children

UNION FREE SCHOOL DISTRICT NO. 4
THE COTTAGE SCHOOL
PLEASANTVILLE, NEW YORK

Present Highlights of the

SPECIAL STUDY INSTITUTE

"Teacher Education Patterns for Emotionally Handicapped Children in Special School Districts"

March 29, 30, 31, 1971
Tarrytown House
Tarrytown, New York

Special Studies Institute
Funded Through Section 301
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U.S. Office of Education

PLANNING COMMITTEE

New York State Education Department
Division for Handicapped Children

Dr. Anthony J. Pelone, Director

Mr. Raphael F. Simches, Assistant Director

Section for Emotionally Handicapped Children

Mr. Charles Matkowski, Supervisor

Mr. Theodore Kurtz, Associate

Union Free School District No.4
Mount Pleasant - Cottage School

Dr. Rudolph V. Gallo, District Principal

Mr. Richard N. Stroh, Assistant

Union Free School District No.3
Mount Pleasant - Hawthorne Cedar Knolls

Mr. Meyer Sussman, Principal

INSTITUTE DIRECTORS

Rudolph V. Gallo, Ph.D.
District Principal
Union Free School District No.4
The Cottage School
Pleasantville, New York

Mr. Meyer Sussman
Principal
Union Free School District No.3
Linden Hill School
Hawthorne, New York

INSTITUTE CONSULTANTS

Dr. Joseph Halliwell
Director, Educational Research Programs
St. John's University

Dr. Morton Kreuter
Director of Special Education
State University of New York at Stony Brook

Mr. Vito Mirolla
Director of Guidance, Mineola High School
Garden City, New York

Mr. Robert Murphy
Work Experience Coordinator,Union Free School District No.3
Hawthorne, New York

Dr. Margaret Jo Shepherd
Department of Special Education
Teachers College, Columbia

Mrs. Ruth West
Assistant Professor, Department of Special Education
Teachers College, Columbia

Dr. Charles R. Wilson
Clinical Psychologist
Manhattan College, New York, New York

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PROGRAM SCHEDULE

Monday - Tuesday -- March 29, 30, 1971

Discussion Groups:

1. Curriculum and Materials
2. Teaching Methodology
3. Therapeutic Functions

Wednesday, March 31, 1971

Discussion Groups:

1. Administrative Functions
2. Guidance and Vocational Functions

SCHEDULE

9:00 - 9:30	Auditorium Greetings Mr. Theodore Kurtz, Associate Division for Handicapped Children State Education Department
9:30 - 10:00	General Orientation
10:00 - 12:00	Conference Discussions
12:00 - 1:30	Lunch
1:30 - 3:30	Conference Discussions - continued
3:30 - 4:30	Consultants, Recorders, Directors Summary Meeting

CONFERENCE PARTICIPANTS

Union Free School District No.4
The Cottage School
Pleasantville, New York

Florence Auld
Brian Bassuk
Susan Borstein
Jeanette Buffa
Victor Caccia
Phyllis Cohen
Sally Ewen
Claire Feihel
Daniel Frasca
Mary Giacobbe
Martha Hornick
Florence Londin
Herman E. London
John Palmieri
Jack Slavin
Hartley Sternberg
Richard Stroh
Fred Tromberg
Diane Wanagel
Rita Zahn
Vincent Ziccolella

Linden Hill
Hawthorne, New York

Ellen Grief
Viola Kantrowitz
Sally Nathanson
Gwen K. Snyder

Union Free School District No.3
Hawthorne, New York

Margery Anderson
Herbert Cohen
Harry Krohn
Robert Murphy

Union Free School District No.8
Berkshire Farm for Boys
Canaan, New York

James Boyle
Peter Leue
Percy Mantiss

Union Free School District No.10
Graham School
Hastings-on-Hudson, New York

Walter Edge
Bettye Hardeman
Hal F. Nusbaum
William Rothenberg Jr.
Richard Thaler

Union Free School District No.11
Wiltwyck School
Yorktown Heights, New York

Connie Hager
Judy Tenney
Florence White

Union Free School District No.11
Town of Greenburgh
Children's Village
Dobbs Ferry, New York

Clem Alutto
J. Brown
Julian Dubav
Jacob Felton
Connie Hayes
Ernest Loman
A. Mantaria
Charles Nadowich
Alice Van Nierop
Steven Rachick
David N. Shapiro
G.S. Stein

Union Free School District No.12
St. Christopher's
Dobbs Ferry, New York

Bernice Gurviel
Charlotte Persugir

Lakeside School
Spring Valley, New York

Peter Bohrmann
Bob Wentsilt

Pace College
Pleasantville, New York

Marjorie Foss

Sarah Lawrence College
Bronxville, New York

Jane G. Judge

Dominican College
Blauvelt, New York

Sister Tina Marie
Sister Mary McCormick

Manhattan College
Bronx, New York

Sister Kathleen Flynn

Mercy College
Dobbs Ferry, New York

Sister Maureen McCarthy

Manhattanville College
Purchase, New York

Daniel Friedman

St. John's University
Brooklyn, New York

Joseph Halliwell

Teachers College
Columbia University
New York City, New York

Margaret Jo Shepherd

State University of New York
New Paltz, New York

Joseph Castellana

State University of New York
Stony Brook, New York

Dr. Morton Kreuter

New York State Education Department
Albany, New York

William A. Moskos

Manhattanville and Hudson River Speech Centers

Dorothy Singer

The George Jr. Republic

Richard J. Lewis

Board of Cooperative Educational Services

J. Mrstek Martin O'Neill

PURPOSE AND OBJECTIVE

On March 29-31, 1971, a special study institute entitled "Teacher Education Patterns for Emotionally Handicapped Children in Special School Districts" was held in Westchester County, New York, under the sponsorship of the Division of Handicapped Children, Section for Emotionally Handicapped Children, New York State Education Department. The stated purpose of the institute was "to investigate ways of improving the preparation of teachers in special education, with particular emphasis on the problems and needs of special school districts within residential treatment centers."

Over the past few years, teachers and administrators involved in special education have become increasingly concerned over the training of teachers who eventually found their career in teaching emotionally disturbed children. Preliminary investigation indicated the following:

1. There are no specific certification requirements for teachers of the emotionally handicapped in New York State.

2. Few colleges in the Westchester area offer a comprehensive program of courses in special

education for the emotionally handicapped, particularly on a graduate level.

3. Westchester County has the largest concentration of public schools within residential centers for emotionally handicapped in the country. These schools have special needs not being met by traditional teacher training.

4. Administrators of these residential schools have become increasingly involved in additional training of teachers they employ.

5. Many teachers coming into the field have an inadequate understanding of the particular competence needed for teaching handicapped children.

6. Several colleges in the Westchester area have indicated a desire to conduct courses in special education based on the needs of the residential schools.

Following identification of the above factors several meetings were held with institution staffs, college administrators, and the State Education Department, Section for Emotionally Handicapped Children. From these meetings specific goals were set up for the special seminar involving key people from the above groups as well as

special consultants, and resource personnel from the Board of Cooperative Educational Services of the 2nd Supervisory District, Westchester County, New York.

Specific Goals

1. Investigate specific competencies needed by special education teachers.
2. Explore the present educational patterns of teacher training for special education needs.
3. Suggest new patterns of training with special emphasis on the needs of institution schools.
4. Identify areas of joint college-institution cooperation in training procedures.
5. Develop areas for further research.

It was decided that the seminar would be divided into five study sessions, with each one concentrating on a particular area of teacher training as follows:

1. Curriculum and materials.
2. Teaching methodology.
3. Therapeutic functions.
4. Administration functions.
5. Guidance and vocational functions.

The first three areas were explored in four different sessions over a two day period; the last two areas in

two sessions on the third day of the seminar.

It is interesting to note that while the major goals of the seminar were approached from five different directions, there was a remarkable degree of unanimity with regard to the recommendations which resulted.

While a great deal of planning went into the preparation of this study institute, it is obvious that the enthusiastic participation of the educators involved insured its success.

The following pages contain a summary of the major ideas explored at the various sessions and the specific recommendations flowing out of these discussions.

GREETING - Ted Kurtz

On behalf of the Division for Handicapped Children, I welcome you to this special study institute. Each year the Section for Emotionally Handicapped Children selects several areas of concern on which we feel extra emphasis should be placed and we conduct these intense, short-term conferences. We are indeed pleased to be able to co-sponsor this Institute with the Pleasantville Cottage School and we are encouraged by the demonstration of interest on the part of the other institutional school districts of New York State. In these conferences, we invite a small group of practitioners - those closest to the problem - the ones most likely to implement novel approaches and most likely to try new ideas. We concentrate for a short period of time on a narrow concern such as the use of media, the role of music, or the teaching of reading. Each time, the target is the child who has been referred to us because of severe emotional problems which typically interfere with his ability to profit from traditional public school programs.

Institutional school districts have been in existence in the State since 1902. Within the 12 institutional school districts which the Legislature has created, we have an immense pool of human resources. The records and

reputations of the schools you represent are familiar to people far beyond the boundaries of New York State. Your contributions to the education of emotionally handicapped children are manifest in your active role in the Association of New York State Educators of the Emotionally Disturbed. ANYSEED is presently the nation's largest state-wide organization of educators directly involved in programming for emotionally disturbed children. The second state-wide conference was held at Berkshire Farms and the first at Hawthorne Cedar Knolls. Representatives of institutional school districts have been and presently are instrumental in the operation of this organization.

Our purpose, during this brief period we have together, is to capture some of the insight each of you has gained in your work. In the past, we have looked to the literature, to the university, to the research, for the experts and for the answers. There are many definitions of the word "expert." The simplest one I know is defining an expert as "Someone from out-of-town who carries a briefcase." So, most people in this room can qualify and, in fact, you are the experts. You know the unique problems of organizing educational services for the 1500 students in the dozen institutional school districts in this state.

You work, in various capacities, on a day-to-day basis toward the remediation of the complex academic and personal problems of these children. There are no pat answers but there may be better ways. This conference is dedicated to collectively capturing and capsulating as many of those "better" ways as we can.

On behalf of Charles Matkowski and myself, we wish you well in the meetings ahead.

CURRICULUM AND MATERIALS

I. There should be a genuine partnership between the teacher training institutions and the schools.

1. Students should have laboratory experiences as early as possible-preferably during the first year.
2. Students should have experiences with children in other settings as well as in the formal classroom. (Playground, etc.)
3. The laboratory experience should be both Intensive (concentrated contact with students) and Extensive (contact over a period of time).
4. Students should visit home areas from which institutional children are sent.
5. Ideally, a campus school type setting should be established in one or two of the area institutions. (One way screens, videotape, etc.)
6. Methodology courses should be problem centered, related to real situations and tied in with the laboratory experiences.
7. The possibility of student teachers being hired as aides should be considered.
8. The college should continue some form of supervisory support during a teacher's first year on the job.

9. In-service educational programs should capitalize on opportunities for field activities.

II. Students should be able to develop continuous progress programs for their children.

1. Students should be able to make contact with their students. (Toward a Contact Curriculum - Fantini & Weinstein)
2. Students should have a one or two semester course in reading emphasizing diagnosis and remediation.
3. Students should be familiar with commercial tests in reading and math.
4. Students should be able to develop informal inventories in reading and math.
5. Students should have diagnostic skills in the areas of reading and math.
6. Students should have prescriptive skills in reading and math.
7. Students should know how to evaluate progress in reading and math.
8. Students should be able to construct behavioral objectives in the subject areas.
9. Students should be able to develop criteria referenced measurement instruments.

10. Students should be familiar with commercial and teacher made materials for instruction.
11. Students should be familiar with the sources of information for instruction.(EPIE Reports, Behavioral Objectives Exchange, etc.)
12. Students should be able to develop sequential materials.
13. Students should be able to assess interests of students.
14. Students should be able to recognize and remedy various types of perceptual deficits.

III. Students should be familiar with psychology of learning and learning theory.

1. Emphasis should be on children, not rats.
2. Theory should be related to classroom practices.
3. Students should be taught observational skills.
4. Students should be required to conduct a child study.
5. Students should be familiar with developmental levels and tasks. (e.g. physical development, attention span)
6. Students should visit schools to observe children in an institutional setting.
7. Students should be involved in such activities as role playing, psychodrama, etc.

IV. Students should have a strong background in testing and evaluation.

1. Students should be familiar with the purposes and limitations of certain types of standardized tests - Achievement (Wide Range, Metropolitan, etc.), Intelligence (particularly Wechsler), Perception (Bender, Frostig, etc.), Projectives (Rorshach, etc.), Diagnostic Tests (Gates Mc Killop, etc.).
2. Students should be able to read and interpret reports from psychologists, etc..
3. Students should be able to interpret correctly various norms and standards.
4. Students should be able to conduct a case study.
5. Students should be familiar with the concepts of validity, reliability, etc..
6. Students should be familiar with sources of data concerning evaluation instruments. (Buros, etc.)

V. Students should be capable of behavioral management.

1. Students should be able to recognize similar behaviors in different situations as symptoms of different types of problems.

2. Students should be aware of possible causes and educational implications of various behaviors.
3. Students should study and observe different approaches to behavioral management.
4. Students should practice some of the different approaches to behavioral management in laboratory experiences.

VI. Students should be capable of effective management.

1. Students should be able to utilize paraprofessionals and other specialized service personnel effectively.
2. Student should have a knowledge of the roles and functions of the helping team - psychiatrist, psychologist, social worker, guidance personnel, speech therapist, etc.
3. Students should be able to translate recommendations of helping team into practice.

VII. Students should be sensitive to the needs, problems, and aspirations of children.

1. Students should receive sensitivity training.

VIII. Students should be aware of reentry problems.

1. Students should know what skills children will need to survive in home neighborhood when re-

turned by residential institution.

2. Students should have counseling skills to prepare children for reentry. (Handling indifference and hostility.)
3. Students should have a knowledge of the school situation into which the child will be sent.

IX. Students should be able to utilize media effectively.

1. Students should be able to operate audio and video tape, phonograph, film, film strip, overhead, super 8, and microprojector, etc..(Proficiency tests)
2. Students should know how to employ above equipment in teaching.
3. Students should be required to use the above equipment in student teaching.
4. Students should be aware of software available for equipment. (Commercial and locally constructed)
5. Students should be able to develop software for equipment.

TEACHING METHODOLOGY

Methodology for the emotionally handicapped child must take account of the child's inability to integrate information in an appropriate way for himself; his lack of flexibility when confronted with information; and his low self concept, as well as difficulties in perception and attention which are concerns of other special areas as well. Methods of instruction, such as the visual literacy program used in Spring Valley, suggest possibilities which can be used by imaginative teachers to help children. This, the group felt, did not preclude a solid foundation in diagnostic and prescriptive teaching, and some time was spent exploring the ways in which a teacher in training can build up both specific and general resources in methodology.

Methodology grows out of a carefully coordinated program of observation and experience, and should include a wide range of experiences and problems. Behavior and learning theory presented in texts must be directly incorporated into experience or be lost as soon as the course is over. Experience which comes only at the end of training, or which presents the trainee with a limited experience, whether with only one child at a time, or with more, loses track of a central variable within the

classroom, the group. Methodologically, the education of a group of children presents a different problem from instruction of one child. Moreover, the group felt, the classroom contains many children with many different needs. Individualized instruction within a group is a highly developed skill, and in preparing teachers of the disturbed, colleges and institutions must be far more systematic in formulating goals and learning sequences.

The development of such an integrated program presents a number of possibilities:

1. A library of videotapes and films illustrating problems and methods over a wide range of subjects and situations.
2. Experiences and discussions designed to elicit problem-solving approaches in the trainee.
3. Materials presented in conjunction with specific learning problems: selective use of diagnostic and remedial methodology.
4. A gradual expansion of experiences and responsibility from an individual child to a total class.

The end product of this would be an integrated body of methodology comprising elements of knowledge, persons, sequences and materials.

How such a sequence of experience could be incorporated into a college program became the next focus of attention. Whether students should be required to have experience with normal classrooms and move into the institution from this background, or whether they should be carefully chosen and trained in the field of special education, appeared to be a question of some concern to the participants who agreed that, with the initial shortage of special teachers over, more attention should be given to the selection and training.

The technical limitations of experimental programs were pointed up by the example of Pace College whose block seminars pose problems when transfered to other colleges. With the assumption that a solid base of experience with normal children should be a part of training and instruction in special education, the group proposed a five year course with a combination of courses to give both education and liberal arts background. The integration of coursework with some form of apprenticeship would benefit both student and institution.

Having determined the need and form of such a training program which would demand a closer cooperation between college and school personnel, the group turned its attention to an area of implementation, discussing the

ways in which the classroom teacher can contribute directly to teacher training. Recognizing that a major responsibility for such an experientially oriented program rests with the teacher, members of the discussion considered this to be one of the major questions. Discussion centered around three major areas:

1. TIMING: If the teacher is to take responsibility for training the student as well as taking charge of the classroom, a balanced program must be designed which will give ample time for planning, organizing and discussing without penalizing the pupils of the classroom. Only by carefully coordinating the teacher's contribution with the intent of the college would the full benefit of such a program be realized. This is a difficult task without time to consult and plan with the college beforehand, without time to direct and discuss with the student during training, and without time for evaluation after training.
2. PERSONS INVOLVED: Present training programs fail to give attention to the need for careful coordination between college personnel, the school supervisor and the classroom teacher in developing experiences for the trainee. Good

training in methodology should involve the contributions of all three in planning, observing and evaluating the student's program and progress. It was suggested that this kind of cooperation would benefit the college in providing substance for theoretical and abstract courses, and benefit the school as well in providing new methodological developments.

3. RESPONSIBILITIES INVOLVED: Although direct proposals for division of responsibility did not evolve, recognition of mutual responsibility between college and school in accepting a student as a trainee opened the way for a sensitive discussion on the primary responsibility of a teacher for her pupils, bringing into focus the need for supportive organization by college and school in order that the classroom not be overburdened. Questions of sequencing experiences, specific training in methodology and instructional techniques might well be the responsibility of the college, while the teacher's contribution must be on the basis of what he or she has to offer to a trainee.

It has been suggested that in-service training be discussed as a possible extension of the college-school

team responsibility. The possibility of carrying this on was discussed briefly, but in this particular group there was a strong feeling voiced by one of the members that summer should be spent in other activities, and indeed is often used by teachers to add to their income. At the same time, appreciation of the value of such training did lead to the suggestion that training of this kind might take place in college intersessions or perhaps during one or two-day programs such as this.

Specific methodology was not discussed, perhaps because of the orientation of the group, for whom specific methodologies were set in the context of a skill gained by working with children; perhaps because methodologies used with disturbed children encompass a systematic application of the principles of teaching, learning and communication for the purpose of changing pupil behavior in dimensions of control, effect and general relationships as well as in academic performance. However, specific methodology should be the basis of further discussion, perhaps with prepared papers which will focus the organization of a training program in some of the systematic ways suggested in this session. This might well take the form of a consultation rather than an open conference, with representatives of both colleges and school contributing to the development of an overall plan.

THERAPEUTIC FUNCTIONS

The particular task of this study group was to investigate the needs of special education teachers with reference to the various psychological factors involved in working with emotionally handicapped children.

An attempt was made to identify and define the relationship between teaching and the psychological disciplines.

The group went on to explore what really is the relationship between the so-called "material" to be presented (the curriculum) and the importance of behavioral changes that should be expected.

From here the discussion moved to the behavioral changes which are needed in a teacher who goes into special education. It was generally agreed that many teachers who come into the field are unaware of the particular competencies they need.

When the group approached the question of just what specifically should a teacher be able to do, they found it difficult to come to grips. It was recognized that there are wide variations between good teachers, due perhaps to the variety of factors entering into what makes a competent teacher. Among these are the indi-

vidual's grasp of the technical factors, for example, curriculum, methodology, a wide academic knowledge; the teacher's personal security: is he able to evaluate his failures (as well as his successes) or does he simply feel guilty about them; the personal growth of the teacher as a human being: how he relates to the needs of others, both colleagues and children.

It was also recognized that teacher training institutions have a great deal of responsibility for the adequate preparation of teachers. It was pointed out that teacher colleges were training for minimal qualifications (those required under certification standards) and so, teachers come out of colleges minimally trained to teach.

Considerable discussion time was devoted to the relevance of teacher training and the ways in which it could be improved.

Several different schemes presently in use were explored, with each of the college representatives describing the various programs in use in their schools.

The "educateur program", now widely used in Europe, was explored in some detail. It was felt that elements of this program could be advantageously adopted in this

country. Basically this is a three year program undertaken after graduation from the thirteen year academic schooling. Entrants are required to have had at least one year of unrelated work before entering the program. This is followed by a two year technical program at a special school with emphasis on courses in psychology, child development, and a third year in which the student interns at two different child care insitutions and takes courses given by the institution staff.

The major appeal of this type of training seems to be the heavy emphasis on practical job training in technical skills.

However, there was some tension between those who felt a greater need for a liberal arts, broad-based program for students and those who felt a need for more technical training.

RECOMMENDATIONS: In the final session the group generally agreed on a series of recommendations for future study. Among these:

1. There is a need for some further kinds of "awareness training" for teachers, both before they acutally enter the field and as an on-going program afterwards.
   a) Students need to become aware of themselves

and their motives in wanting to teach. They need guidance in deciding whether they belong in the field. In line with this; greater selectivity of students, but how?

b) Teachers already in the field need a greater sensitivity to the problems of others - their colleagues, their pupils, of the interpersonal relationship which exists and which can add to their dimension as individuals. As one participant stated: " To some extent, how good a teacher you are depends on how good a person you are. There is a need for perceptivity and compassion in teaching."

2. There is a definite need for more effective on-the-job training of teachers. To this purpose it was proposed that a more formal partnership be developed between the residential schools and the colleges irvolved in teacher preparation. There should be a closer planning on the kinds of training that teachers of handicapped children need. The present system of colleges doing student training should give way to a more comprehensive system whereby the so-called clinical field experience could be supervised by insti-

tuition staff working with the colleges. One suggestion was that the colleges should prepare institution personnel to do the supervision. This could possibly lead to another kind of supervisory position at the schools, one paid for, perhaps, on a joint basis. One advantage would be an increased inter-relationship between colleges and schools, insuring a greater relevancy and a more dynamic training set-up.

There was a feeling also on the part of the group that training should be an on-going thing, not a one time occurence. However, the on-going training (or up-dating) should not necessarily be, as it is presently, mere course work. Instead it was suggested:

a) Blocks of time be set aside for workshops of a few days duration.

b) Group sessions be held on a regular basis to discuss particular teacher difficulties and problems and how best these can be overcome. Here again college personnel should be available to assist as resource agents.

c) Follow-up procedures should be established by colleges so that on-going teacher training would be a team effort involving both schools and colleges. It should become a matter of common practice for colleges to have its staff in the institutional schools on a regular basis.

3. There should be a closer cooperation between the various residential schools. This would insure a large enough block of personnel to make college participation practical. It would also lead to the sharing of ideas and procedures.

4. It was pointed out that institutional schools have the unique advantages of being able to act as a laboratory for effecting educational change. They are able to experiment with new procedures. In addition, research and training centers should be set up cooperatively with participating universities.

It was recommended that experimentation be encouraged in residential schools to initiate new programs where the needs are seen, and that colleges participate with the schools in pro-

viding some of their resources and personnel where they could contribute.

5. While it is recognized that certification requirements often dictate what shall be taught to student teachers, it was noted that the State Education Department has been encouraging colleges to try new ways of preparing teachers, and in line with this, the college and schools should take the initiative to recommend to the State Education Department what they feel are more effective ways of preparing teachers.

6. It was agreed that new programs often cost money and that financing is a difficult problem facing both colleges and schools. A greater effort should be made to make sure that all funding sources are fully explored and used, and that new ways of funding should be investigated, both on state and federal levels.

7. Suggestions were made that this type of meeting should be an on-going process; that the colleges and institutions together could sponsor annual or semi-annual meetings to review progress, make recommendations for further study, and discuss new ways of implementing desired changes

in the education of teachers.

8. Research is needed to determine the effect of emotional disorders on the learning process.

9. Teachers need greater training in areas of research, observation, and translation of psychological data into classroom action and curriculum development.

10. Cooperative training sessions, including various disciplines, i.e.: social workers, child care staff, teachers, etc., should be developed for each institution.

11. The State Education Department, universities, schools, and institutions should jointly develop programs for the training of teachers of emotionally handicapped children.

ADMINISTRATIVE FUNCTIONS

The following comments and recommendations were made for developing programs in the training of administrators in special school districts:

1. Administrators should be familiar with the processes and problems of learning as related to disturbed children.

2. They should be trained in the interpretation of psychological data.

3. Administration should be knowledgable with a wide range of materials and curricular approaches.

4. Administrators should be thoroughly familiar with the reading process and reading programs.

5. They should be skilled in supervising by objectives.

6. Guidance counselors or administrators serving in the guidance function should be knowledgable about the programs and selection of school and agencies for students leaving institutions.

7. There is presently no certification requirement for administrators in this field. The pros and

cons of requiring certification should be explored.

8. Intern training is highly reommended.

9. In developing courses, attention should be paid to such areas as psychology, testing, sociology and sensitivity training.

10. Administrators should be knowledgable about the role and functions of the various institutional disciplines.

11. Administrators, in conjunction with area colleges, should develop in-service programs, and/or graduate programs to meet the needs of staff.

12. Administrators should be expert in interpreting and translating reports.

13. All regular administrative programs should include some course work relevant to the exceptional child.

14. Inasmuch as there is no certification for teachers of the emotionally disturbed, closer relationships should be developed between administration, staff and colleges to develop programs.

15. Administrators should be involved in student teacher programs and cooperate fully with university and students.

16. Continual contact with administration of all special schools in the 20 to 25 teacher training institutions in Westchester County would be of great value. Periodic seminars would result in mutual improvement of the total programs involving special school districts, special education and the total education process.

GUIDANCE AND VOCATIONAL FUNCTIONS

RECOMMENDATIONS:

1. That a County Office be established to serve residential centers, etc.

   Purpose: To receive calls from county employees who have joined in movement to employ handicapped youth. Employer would contact central office, giving details of job openings. County office would notify agencies, who would arrange for interview, placement, support, etc. of special education youths.

2. Legislation should be introduced to permit school districts to subsidize private cooperating local enterprises and craft unions to foster early occupational training.

3. Special Education teachers should have training in guidance methods during their teacher training (college) in such areas as interviewing, career development theory, and vocational information. All students in teacher training should be exposed to special education problems, including an internship in a special education setting.

4. Guidance Counselors should be trained in Special Education as a specialty - similar to elementary education counseling programs. At present one license covers all levels.

5. There should be an attempt through joint funding to hire personnel to better public relations for the special education programs. For example- to improve image of special education and BOCES programs- possibly working with public school superintendents and principals.

6. In order to assess the strengths and weaknesses of existing programs there should be an independent, objective evaluation of follow-up of students who leave the school or residential center - regarding job success and orientation, social adjustment and occupational stability. (To assess areas of strengths and weaknesses in present programs.)

7. A reduction of case load for DVR counselors is needed. Current loads impede adequate contact and counseling in a field where it is most imperative.

8. Legislation should be passed to facilitate the

hiring of qualified handicapped youth through the use of quota, percentage or incentive formulas. (To prevent discrimination against those who meet the criteria.)

9. Re-examination of State labor laws is needed to determine whether current provisions unnecessarily prevent the hiring of youth in certain areas or under certain conditions.

EVALUATION

Question 1:

Did you feel free to discuss issues?

YES	64
LIMITED	4
NO	0

Question 2:

The sessions were meaningful or useful.

YES	52
LIMITED	15
NO	1

Question 3:

My ratings for the sessions.

EXCELLENT	14
VERY GOOD	30
GOOD	14
FAIR	9
POOR	1

Question 4:

Further comment or suggestions.

1. Greater variety of viewpoints should be presented.
2. Look to Federal aid for assistance.
3. More representatives from other related fields. (Industry, business, etc.)
4. Sessions were exploratory with few specifics possible at this time. Follow up needed.
5. Should be a continuing inter-flow of ideas beyond seminar.

6. Should have been a full week, rather than three days.
7. How are ideas to be implemented?
8. Should have had greater participation from various other specialists of the State Education Department.
9. This type of seminar should be held annually.

Question 5:

Worthwhile points deserving emphasis or consideration.

1. Certification needs.
2. Further focus on types of on-job training.
3. Higher education should be part of team to train residential teachers.
4. Chance to continue contact with others in the field needed.
5. Re-evaluation of college programs of teacher-training.
6. Closer relationship between field and classroom experience.
7. Greater guidance needed for special education students.
8. Rethink traditional four year BA, one year MA.
9. Action is needed now.
10. Residential institutions should consider amalgamation of talents and facilities for training programs.

11. Greater emphasis needed on helping the teacher to use himself more effectively.

12. We should not be afraid to make a radical break with present training systems.

SUMMARY

If one theme dominated the conference and the interchange of ideas it was the possibility of effecting positive change through the participation of the people and disciplines involved.

There was very strong feeling that the work of the conference should not end with the publication of the findings, but that steps should be taken to insure a continuous dialogue with concomitant action. It was hoped that the State Education Department would help provide the vehicle for the continuation and implementation of the findings of this conference.

We further believe that the conference coincides with the thrust by the State Education Department for regionalization which will provide more and finer services for the educational needs of the people of Westchester County.